

Education Challenges of Guernsey

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Abstract: This paper is focusing on the education strategies of an island economy presenting the successful example of Guernsey with outlining the main dimensions of past and future challenges of education. The success of Channel Islands, Guernsey and Jersey comes from their special historical, economic and cultural situation, from the permanent using of external resources and from the continuous connection and adaptation to the main world economic processes. After the World War II both Jersey and Guernsey due to the favorable and calculable economic and political environment, relative independency and friendly tax system have become important financial centers. The maintenance of this favorable situation and international competitiveness is an important challenge and appears the key element of the sustainable future of the island. Although the present labor market situation and the level of the education is favorable, there is a permanent need to develop the human resources of the island to empower the islanders to hold on the market needs and adaptation in the knowledge based economy and society.

Keywords: Channel Islands, Guernsey, Jersey, autonomy, adaptation challenges, higher education, education strategies, sustainability

1. Foreword

21st century is the period of knowledge based economy and society. More and more people realize this all over the world from different point of view but one thing is common: people must keep up with the economic and social changes. To achieve these aims they have to improve their learning abilities, their capacity to transfer their skills into new areas, they have to be ready to work in various fields, and have to accept that this process requires flexibility, adjustment, adaptivity and investment in human capital. Challenges are basically the same all over the world and educational issues seem to be very similar in small states and larger states although the situation of island economies is quite special in many respects due to their special present and past socioeconomic conditions and the so called scale factor. According to Baldacchino and Farrugia, “smallness and scale characteristic leads to the formulation of a particular social ecology composed of closely knit, integrated, but open communities with highly personalised relationships”²⁰ To meet the needs of the local labor market is also permanently an important challenge. These needs are connected closely with those economic activities, usually with market niches where the given

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²⁰ Baldacchino, G. – Farrugia, C. J. (2002), 7

islands are or could be relatively successful and competitive which often cause the overspecialization and the lack of flexibility of the education system. Sustainability of the local educational system is an important question everywhere but in smaller countries and insular places in spite of the less number of students the same quality of education has to be ensured with maintaining the similar size of educational management system. In several cases the given island economies are not independent totally, they have formal economic, political connections, relationships with their metropolitan partners or earlier colonial powers which often results the adaptation of onshore educational principles and curricula. On the other hand the existence of these connections often cause the right to access to the onshore higher education systems which could be very practical for the given island especially in those situations where there are no higher education institutions. The island education systems also have to cope with the local demographic trends and emigration processes, in the first case the ageing population could affect the sustainability of the education system, in the second point islands have to attract young islanders who choose to study in abroad to come back after finishing their studies. In the World Wide Web World earlier insularity and isolation dimensions caused mainly by geographical conditions have changed a lot, new technologies allow wide use of new educational techniques and policies all over the world.

In the first part of this paper I would present the past and present socioeconomic conditions of the Channel Islands, concentrating on Guernsey and in the second part I focus on the education strategies of Guernsey with outlining the main dimensions of past and future challenges of education. Although the present labor market situation and the level of the education in Guernsey is favorable, there is a permanent need to develop the human resources of the island to empower the islanders to hold on the market needs and adaptation in the knowledge based economy and society.

2. Background: past and present socioeconomic conditions of the Channel Islands

Channel Islands are situated off the coast of Normandy consist of two Bailiwicks, Jersey and its islets (116 km² in area), the Dirouilles, Barnouics, Minquires and Ecrehous with the population of 98.069 and the Bailiwick of Guernsey (65 km²) with Alderney (8 km²), Sark (5 km²) and Herm (1.3 km²) and several smaller islands such as Jethou, Lihou, Burhou and Brecqhou with the population of 66.297.²¹ The Channel Islands are Crown Dependencies distinguished from the colonial and other dependencies of the UK. At the head of the island's government are the Lieutenant Governor, who is the Crown representative, the Bailiff, who is also appointed by the Crown, and the Deputy Bailiff. The head of the State is Queen Elizabeth II. The government of the UK is responsible only for the defence and foreign relations, in all other respects, including the setting of taxes, the islands are self-governing. Day to day relationship between the islands' governments and the UK is via the UK Home Office. Residents of the Channel Islands cannot vote in elections for the UK parliament. Jersey and Guernsey are governed by their own parliaments,

²¹ CIA The World Factbook (2016)

the States, which can pass their own laws or pass UK laws as their own. The Channel Islands are one of the most important financial places in the world, where there is no value added tax, corporation tax or death duty and income tax is set at 20%. Stable government and calculable economic conditions have encouraged banking and finance industry is now the major industry of the islands having grown significantly since the early 1960's. The income per capita is one of the highest in the world. Unemployment rate is permanently low and tax and other revenues are able to meet all public expenditure needs. From 1066 to the present day the Channel Islands have remained possessions of the English Crown. The islands have a limited and special relationship with the EU through the Protocol 3, the United Kingdom's Act of Accession to the European Community in 1972.²²

Until the end of the last ice age the islands were the part of the continental mainland just the rising sea level detached them from the coast of Normandy. The islands shared mainly the same cultural development of the neighbouring continent with permanent contacts. The islands became part of the Roman Empire around 56 AD. The Romans probably used the islands as a trading base especially Guernsey which had better deep anchorage than Jersey. Vikings took control of the area in 933 AD when Rollo's son, William the Longsword added the islands to the Duchy of Normandy. In 1066 when Edward the Confessor the king of the Anglo-Saxons died, William the Conqueror, Duke of Normandy, became English king (1066-1087), and the Channel Islands that belonged to Norman Duchy went under English surveillance.²³ 1204 is an important turning point in the history of the islands. This year King John was driven out of Normandy by the French King Philip II. This new situation forced the islanders to decide whether to continue allegiance to the French king or to go over to the English Sovereign. The fact that Channel Islands remained loyal to the English Crown was the result of the seigneurs' self-interest concerning their English and Channel Island holdings. In return for this loyalty in 1215 King John (the Lackland) granted certain rights and privileges that enabled them to be self-governing under a Bailiwick system. The logic of the social and economic processes of the islands is basically not changing from this time: to sustain this special atypical 'in and out' status and autonomy is the key element of sustainability of these islands.

Until the end of the 15th century external connections and trade activities had not been so important in the economy of the Channel Islands, the economy was dominated by self-sufficiency. The islanders had relatively passive relationship with the sea, but from this time they began to participate in international trading activities more intensively and the active relationship became dominant, from legal trade and connections to the illegal way of commercial activities where both parties were profited from this special situation. Nearly in all economic activities the same processes could be follow up: a given economic activity is spreading and if the external and internal circumstances are changing the earlier activities start to decline which forces the islanders to find an another market niche where they could be successful. This was the situation with the neutral status of the islands with the development of the 'transmitting' sea trade, with the agricultural activities of different periods, cod-trade, privateering

²² Effects of Brexit are not clear in this moment but certainly would influence the relationship between European Union and the Channel Islands

²³ Johnston, P. (1994), 35.

and smuggling, with the knitting industry, with ship-building and horticulture. From the end of the 19th century, the Channel Islands similar to lot of other parts of the maritime world were not able to cope with the new challenges of the steamboats, the 3W (wood, wind and water) based economy is slowly disappeared and the earlier flourishing sea trade is gone and a new diversification pressure forced the islanders to find their next development path.

The natural beauty, mild climate and unique historical features of the Channel Islands attract visitors from the middle of the 19th century due to the proximity of the continent and England. Every historical period left its footprint in the islands created a specific collection of peculiar places of interests. "New hotels, boarding houses and holiday camps profited while a mild climate and lower taxes lured wealthy retirees to buy up and settle down" – wrote Moore about this period.²⁴ The expansion of tourism industry was only possible with the start of scheduled steamboat connections between England and the islands and between France and the islands and later from the 1930s with the opening of airports in Guernsey and Jersey. After the II. World War the islands became yet again one of the most popular targets of tourism in Europe, but in the middle of the 1950s it became clear again that the islands were not stand the international competition and there was another adaptation pressure which resulted another change. The challenge of the 1950s created a new direction to the Channel Islands: from the end of the 1950s they started to become financial centers. The logic of this adaptation was not new, this was only possible because of the special relation to their metropolitan partner where both side profited from this relationship. Before the 1950s financial activities hadn't been dominant and significant in the Channel Islands but there were many favorable factors which created good base for the new diversification processes. According to Hampton²⁵, in case of the Channel Islands the main factors were the next:

With the expanding of the international financial system resulted entirely new financial instruments and the development of less regulated offshore Eurocurrency markets and the associated creation of offshore financial centers which were expanding mainly in dependencies, ex-dependencies or colonies had some kind of relationship with the mainland country;

Direct tax rates were historically low in the Channel Islands, there is no value added tax, corporation tax, capital gains tax or death duty;

Post-war decolonization resulted that many well to do UK expatriates moved the Channel Islands;

Some cases local laws ensured more favorable conditions for investors than UK;

A loophole in UK estate duty until the early 1960s: property held abroad by UK residents was not liable and the Channel Islands was considered abroad;

Security, secrecy and political stability;

Mild climate;

²⁴ Moore, D. W. (2005), 236.

²⁵ Mark P. Hampton: Mapping the Minefield: Theories of Island Offshore Finance Centers with Reference to Jersey. In: Banking and Finance in Islands and Small States. Edited by Michael Bowe, Lino Briguglio and James W. Dean. Island Studies Series, Printer, London, 1998, 80-102.

Relatively easy accessibility;

Proximity of City of London; the same time zone, English-speaking qualified labor force with the fast expansion of associated services.

By the late 1950s and early 1960s there was a large flow of capital to the Channel Islands, new banks were formed, mainly in Jersey – these processes happened few years later in Guernsey. The successful example of Jersey made the situation of Guernsey and the third Crown Dependency, Isle of Man much easier, although they were strong competitors, all of them were focusing mainly on different fields: Jersey concentrated on international private banking and fund management, Guernsey hosted more insurance companies and grants bank licences to less highly capitalized banks, while the Isle of Man had insurance, private bank operations a shipping register and a free port at the airport.²⁶ Although by the 1980s Channel Islands became important offshore financial centers, in certain fields in spite of the high level autonomy the islands need the assistance of the UK which shows perfectly the mutual interdependence of the partners and the crucial need of maintaining this special relationship. Among others further cooperation is needed in connection with health care, police, customs, fire service, supervision, operation of the immigration office; maintaining the convertibility of the currency and the quality assurance of the education system in both cases.

3. Education in Guernsey

Before the 15th century besides the parish schools of St Peter Port, St Peters and St Martins the children of the well-to-do islanders mainly attended French schools for further education but as a result of the Reformation the Elizabeth College was founded in Guernsey by Elizabeth I in 1563 in order to provide tuition for the islanders who wanted education, and preventing these people getting Calvinist education in France. This college was the only secondary school in the island for a very long period of time. The second private college, The Ladies' College was founded in 1872 to provide an academic education based on Christian principles for girls in Guernsey. Compulsory education was introduced on the island in 1900. The first evening classes provided by the Education Council started to operate in 1922 in Guernsey. From the 20th century the States has paid intensive attention on systematic planning, managing and monitoring educational processes on the island. Nowadays the States Education Department is responsible for providing education for the island's school children.

The Education Department's role is to help to develop a competitive economy and society by creating opportunities for everyone who wants to learn and also achieving excellence in standards of education and levels of skills. According to the basic aims of the Department, the most important task is to develop, maintain and operate

²⁶ Le Rendu, L., (2004), 169

educational centers of excellence across all the institutions based on high standards of teaching and learning and high expectations for all, where:

Learners enjoy learning;

Teachers enjoy teaching;

Parents and carers are embraced as partners;

The wider community is welcomed and encouraged to contribute;

Provide an inclusive system that puts learners of any age at the center, establishes equality of opportunity for all to realise their potential and ensures that each learner develops the knowledge, understanding and skills they need to pursue a happy and fulfilling life;

Encourage and enable learners to become creative, innovative and critical thinkers. To establish a strong work-ethic and to equip them morally, socially, physically and academically to participate in their local community and the evolving global society in the areas best-suited to their interests, talents and aspirations;

Provide and encourage participation in a wide range of experiences such as sport, music, arts, activity and volunteer programmes, where mutual respect and collaboration is fostered, both in and out of school.²⁷

It is important to point out that the education welfare service in Guernsey has existed since the introduction of compulsory education in 1900. Today the School Attendance Service (previously called the Education Welfare Service) is the most important education support service available to island schools. SAS works closely with schools, children, families and other health/care agencies in seeking to achieve its overall aim: to support parents and schools to ensure that all children and young people of school age take full advantage of the educational opportunities available to them.²⁸

Ordinarily children attend school in the catchment area where they live. On the island of Alderney which is a part of the Bailiwick of Guernsey there is an all-age school and there is a small primary school on the Island of Herm, but Sark School falls outside of the States Education Department's control. Pupils must legally attend school between the ages of 5 and 16 from the school year 2008/09 (earlier it was between 5 and 15 years). Students with special educational needs and physical handicaps are integrated in mainstream schools if it is possible. For pupils whose educational needs cannot be met in mainstream schools the Education Council maintains two special schools.²⁹

In Guernsey the 11-Plus or Transfer Test system still operates which tests the students to determine which type of school they would attend after primary education. The States Education Department is responsible for approximately 8,900 children, runs 11 Primary schools, a small school in Herm, an all-age school in Alderney, three high schools, the Grammar School & Sixth Form Center, the College of Further Education and three special

²⁷ <https://www.gov.gg/article/120211/Education-and-learning>

²⁸ <https://www.gov.gg/SAS>

²⁹ Islandlife – Education. http://www.islandlife.org/education_gsy.htm

schools.³⁰ The two main colleges, the earlier mentioned Elizabeth College and Ladies' College are privately run but receive support from the States of Guernsey. Further Education is provided within the Island at the College of Further Education where full-time and day-release courses and a wide variety of vocational and recreational evening classes are available.³¹

There are no higher education institutions in Guernsey in this moment, so Guernsey students must continue their education in the UK or in other countries. To resolve this critical point there are negotiations with the UK Home Office reviewed in every year which ensure the access to the UK Universities. For that reason, the islands have to pay a given amount of contribution also reviewed in every year. Tuition fees for Channel Island residents at UK universities are usually four to six times greater than for UK students.

4. New Challenges of Education, Emerging Issues

Although the present economic performance, the labor market situation and the education management processes seem favorable in Guernsey, there is a permanent need to develop the human resources of the island to empower the islanders to hold on the market needs and adaptation. As we have seen, the dominance of the financial sector is significant in Guernsey and the traditional sectors and industries like tourism and agriculture are permanently declining in the past few years and losing their earlier importance from year to year in the economic performance of the island. Beside the financial sector in Guernsey the expansion of the web-based economy is significant and construction industry is growing. The biggest employer is the financial sector and the public sector.

This type of economic overspecialization basically restricts to one sector the large share of demand of the local labor market which could cause disorders as it is not likely that everyone who study wants to work in this developing sector while the demand of the other sectors is limited or permanently declining. This situation results certain compromises (e. g. how many archaeologists are needed in an island like Guernsey?). On the other hand, the highly qualified labor force and human resources are the key factors of future sustainability of the island and the other point is that to reach this favorable situation is not possible without the assistance of the UK and without the relatively free access to the English universities.

It is also important to note that the islands have to attract young islanders who choose to study in the UK to come back after finishing their studies. It is likely that young people with university degree could easily find job in the financial sector, even if their diploma is from other field. Besides the attempts of the States the biggest attraction is the community well-being: the per capita GDP in Guernsey was \$52.300 in 2014, the average life expectancy at birth exceeds 80 years on the island (for the total population: 82,5 years) and the physical and health condition of the

³⁰ Education Matters – the Annual Report of the Education Department, Its Schools and Services, 2014-2015. <https://www.gov.gg/educationannualreport>

³¹ Islandlife – Education. http://www.islandlife.org/education_gsy.htm

residents is expressly good. Thanks to the present economic prosperity and basically positive trends there is a realistic chance for a relatively well-balanced and secure living for the islanders.

Despite of the lack of 'real' labor market problems, the demand and the supply of the labor market doesn't match perfectly, from time to time there is an extra need for employees from the seasonal agricultural workers to highly qualified white collar workers to satisfy the labor market demand. The only problem with the external labor force is that the islanders try to defend their existing labor market positions and limit the further growth of the population in an overpopulated, tiny island.

The present growth of the population (0,32% in 2016) is not very crucial: in Guernsey the immigration is controlled strictly and the relative equilibrium is explained by the limited number of working permissions and housing licences.³² The demographic trends are quite important while the growing population has growing demand for new housing and perfect infrastructure but the available land is limited, especially in case of Guernsey, so intensive government initiatives and systematic planning is needed in this case. The another important dimension is the growing rate of ageing population which could affect the social and labor market processes and state of the human resources which could cause also problems in the future.

5. Higher Education in Guernsey

In Guernsey 89% of the 16-year-old population (2013) is attending high school or learn a profession, while nearly a quarter of 18-year-old population continues their studies in higher education. Currently almost 700 students (from Guernsey and Alderney) are participating in higher education programs and adult education outside the island, but a significant number of students are currently attending Open University courses and other higher education institutions offering educational programs on the island. The state plays an important role in the funding of further education, on an annual basis the previously mentioned 700 students receive 6,029 million pounds of support.³³ Additionally, there are also further scholarships available, which are specially offered for island students in foreign universities: these include Canada's Brock University (St. Catharines, Ontario), where grants for Guernsey students accessible.

College of Further Education maintained by the State of Guernsey offers more than 300 different courses, formal and non formal educational programs for the islanders. This adult education institution plays an important role in further education of all age groups in the island. The Open University founded in 1969 in England operates almost 40 years on the island offers post-secondary training programs and primary and secondary catching up programs especially for students under 18 years of age. In case of Open University similar to the College of Further Education

³² According to the CIA Factbook, immigration is more notable in Jersey where only 46,4 per cent of the island's population is Jersey-born, 32,7 per cent of the islanders are originated from the UK. The residual population is from Portugal and Madeira (8,2%), and there is also a significant Polish population (3,3%).

³³ Education Matters – the Annual Report of the Education Department, Its Schools and Services, 2014-2015. <https://www.gov.gg/educationannualreport>

courses students do not have to leave the island, which certainly help to save the cost of education, and diplomas issued by this institution in most of the cases does not mean a competitive disadvantage for students.

In 1996 GTA University Center was established on the island starting to offer wide selection of educational programs from single courses and short circle educational programs to master study programs, from specialized training courses to other higher education programs focusing on management, human resources management and other economic related training programs. Through this training center mainly the correspondence and distance learning program supply of UK universities available on the island.

These UK universities concerned to offer this educational supply before the founding of the center set up a consortium (The Channel Islands Universities Consortium - CHUC), together with other higher education institutions which receive great numbers of Channel Islands students. The basic reason of founding was to develop a concentrated supply on the Channel Islands. These universities (University of Brighton, Bournemouth University, University of Plymouth and the University of Portsmouth University) are institutions that the islands are relatively close geographically and significant actors of this particular, special market.

It can be seen that various forms of further education are available on the island, and the state also plays an important role in making own managed initiates providing local learning opportunities and support educational offerings of external actors on the islands parallel with supporting those who decide to learn abroad. However, in this relatively well-established system operating for decades, plans and ideas appear from time to time, where some actors would like to develop an own, local and independent higher educational institution on the Channel Islands that could be competitive locally and internationally in the future.

6. Channel Islands University?

According to the present economic and social trends of Guernsey, to establish a new, independent university, the next factors could be significant:

this special, atypical island jurisdiction located between France and the United Kingdom provides an excellent opportunity to various educational programs, and an ideology-free, truly independent higher education institution can be developed with new, innovative educational methods that could make the institution popular soon;

Despite the fact that in case of the Channel Islands there is a relatively great willingness to learn, the number of students is certainly not enough to make the institution financially self-sustainable. On the other hand, present further education preferences are not changing from one day to another;

It is basically a state decision that the priority is to support those students who want to study (practically speaking, financing other market participants to ensure higher education programs for the students of the islands), or taking steps to develop an independent higher education institution? If this latter version works, it is also an important question that who is going to finance this newly formed institution?

In this moment the island does not have the academic potential and a separate higher education tradition, so it is not viable to establish this institution with local actors, external human resources needed. The new institution would attract onshore teaching staff to ensure high level of education;

Supporting attitudes of the local community is not obvious and completely clear: on one side a private university can be handy for those who can not afford the foreign, onshore universities for their children, but a further increase of crowding and relatively limited infrastructural capacities could result an opposition and rejection of development even the expected positive effects of local higher education;

Finally, the exact location of the new higher education institution is also an important question: Guernsey and Jersey could compete for the institution and an "arbitrary" selection of location could lead to tensions between the two bailiwicks.

Although the idea of setting up an independent university has repeatedly raised in the past few decades, these efforts intensified to a few years ago, and not local players, but outside experts have seen a kind of specific market niche and have started to make attempts to create a new higher education institution in Guernsey. These efforts have picked up when UK universities which have been cooperating with Guernsey for a long time have started to change the earlier policies in connection with students from Channel Islands, and have started to increase foreign student fees. Changing conditions which were operating for decades provided the students by a "preferential" treatment, have resulted in significant additional costs for them.

Behind the project there is a project firm with experts who have experiences in higher education development initiatives (Susan Jackson Associates).³⁴ The organization - Susan Jackson Associates have started to contact Guernsey leaders on the proposed higher education institutions who have provided their support for this private initiative, but of course there is no question that all the costs of the planned institutional implementation would not assumed by a state in the future, this is a clear commercial venture.

According to the university plans the upper limited number of students is noticeable: the average number students would be 2,000, and it is expected that 60% of the students would come from Europe, 20% from the Channel Islands, and 20% from the rest of the world (Arabic countries, China and India). The original plan was to start the project in 2016, but there is a certain slippage, and it is more realistic to start it in 2017 or in 2018. According to the plans the start costs about 10 million British pounds, and 1.000 students are needed, while the project could be financially sustainable within 5 years.³⁵

The investors also calculate that the establishment of a private university would generate significant revenues in the island, and they are aware of that human capacities are not available at the Channel Islands. Addressing this challenge, it could be manageable on the basis of the operational model of the University of Reykjavik: as it is also known in other part of the world as well, "flying professors" are needed because from the 100 planned teachers only a one fifth who is permanently needed to stay on the island and with these numbers education process could operate

³⁴ <http://susanjacksonassociates.org/>

³⁵ BBC News, <http://www.bbc.com/news/world-europe-guernsey-24955308>

without disruption. The project leaders are also thinking to attract well known academic figures, scientists, researchers, professors to come to teach, who are able to provide high quality, competitive knowledge, that could attract students from other parts of the world as well. Beside the face to face teaching, e-learning and MOOC programs could also complete the traditional way of education.

The planned university would operate with three faculties (School of Humanities, School of Sciences and School of Education) in Guernsey, and with a marine biology department in Alderney. The project managers say that the island has excellent connections and provide an ideal learning environment for future students, as it is considered important that it is essential to enhance the island's elite, strengthen the involvement of the local policy makers and governing bodies, to make a more intensive positive relationship and ownership of this planned higher education institution, the University of the Channel Islands.

7. Summary

For any decentralized settlement, geographical area or island, development and operation of an education system that meets the needs of the local labor market is an important task. In that case, if the area has a stable and dominant economic sector, then this sector's human resource needs should be considered in the management of the educational process, an in long-term educational strategies (in the case of the Channel Islands this is the financial / banking sector and commerce).

Of course, in these situations education could produce overspecialization, which may result inflexible and vulnerable systems that in case of economic and social changes could adapt slowly to the changing framework conditions. The smaller (island) sizes certainly mean smaller number of students, but at the same time there is also a need to maintain and operate (state) management systems are requirements in the same way as it is the case in larger regions and areas. It is also an important aspect that the given areas are economically, politically, financially independent or not (both past and present situation could be substantive): autonomy ensures the self-management of education or not, are there educational cooperation with mainland or metropolitan areas or not, or – in case of the absence of local institutions of higher education what kind of possibilities are existing for further education? Local education systems also have to deal with local demographic challenges (population growth trends, aging, migration, etc.), as well as the expectations of local young people who also have to get a vision for the future and local authorities, who have to make attempts to convince larger portion of young generation to spend their lives on the given area or island.

The present overspecialized economy of Guernsey could be also an adaptation challenge, if the financial sector starts to decline in the next years, new diversification paths and new economic activities are needed that can provide welfare and well-being of the islanders on a long run. The specific geopolitical situation of the islands easily could result that higher education initiatives can be successful if they can produce and offer educational services that meet the needs of the outside world. Apart from the island characteristics, this development initiative certainly means that a

middle-sized settlement wants to create and continuously operate an independent university with 2000 students, that without strong financial background is not likely self-sustainable.

While this type of initiative is certainly not imaginable in Central-Eastern Europe for political, social and economic reasons, in case of Guernsey financial resources, investors, and political will are available, actors who are able to fund this initiative are existing so it is really realistic scenario to bring the world's top trainers and attract the best students and bring them to the island. The idea is not new, since there are well-functioning examples (flying professors, Iceland, etc.) from all around the world, but this tiny place with old traditions, special, in and out status and present economic success could be suitable for founding a higher education institution.

The economic history of the Channel Islands from the beginning to the present day is a story of a successful adaptation. The favorable geostrategic position and the specific political autonomy results the development of special economic activities. The changing external economic trends and the internal socioeconomic situation create new and new economic transitions and diversification processes resulting basically a long term socioeconomic sustainability of the islands. These activities could only be conceivable with the internalization of external resources, and with the maintaining of the special 'in and out' status, where the islands play an active role in the management of this situation. As the adaptation and diversification processes come time to time the islands have to keep up with the changes and prepare themselves for the new challenges and there is a permanent need to develop the human resources of the island to empower the islanders to hold on the market needs in the knowledge based economy and society. In a small island everybody knows these challenges and people work together with local authorities and stakeholders to reach better solution as this is one of the most important key factors to create an adaptive, flexible and well-educated population on the island in the next years.

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